

Positively restorative-linking restorative practice and positive education

o SPA Conference



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o Restorative Practices WA

Outcomes for today

- To strengthen your knowledge about restorative practice and how the philosophy underpins a positive education approach in schools

What does a
positive school
look like?

What does a
restorative
school look like?



Positive Psychology/Education

Seligman -Learned Optimism-5 elements integral to optimal well being

1. Positive emotions
2. Engagement
3. Relationships
4. Meaning , and
5. Achievement

Schools are one of the key contexts where students can flourish.

We can help students to feel competent and confident, and achieve academic success.

Live it, teach it, embed it (Geelong Grammar story)

Social and emotional learning

- o Edutopia-Richard Davidson (Edutopia.org)
- o The link between brain plasticity and SEL
- o By teaching the skills of e.g.cooperation, calmness, kindness, patience etc we are changing the pre frontal cortex of the brain
- o Negative emotions interfere with the same functioning
- o Beneficial to brain development at any age, and builds the foundation of future learning

Social and emotional learning (2)

- o Social awareness - empathy, respect for others, perspective taking, appreciating diversity
- o Relationship skills-communication, social engagement, cooperation, resolving conflict
- o Self awareness-identifying emotions, self confidence, recognizing strengths, accurate self perception
- o Responsible decision making-problem identification, problem solving, ethical responsibility
- o Self management- impulse control, stress management, self discipline, self motivation, goal setting, organisational skills

Social and emotional learning(3)

- o PATHS
- o Mind Matters (Kids Matter), Sense Ability, Friendly Schools Plus, Tribes, Values/virtues education
- o Bounce Back-Toni Noble-resiliency
- o Whole school approaches that are strategic, holistic and integrated , implement change and don't just focus on individual behaviours

So what's all this got to do
with restorative practice?



Making the link =



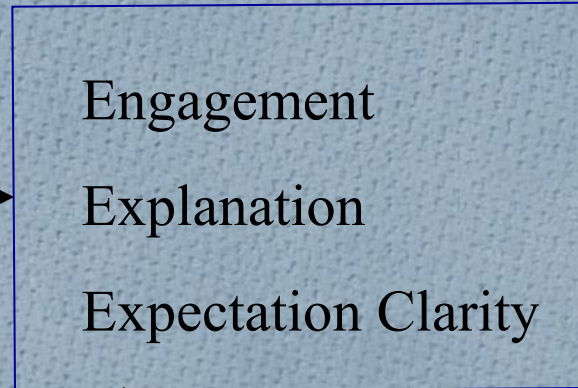
H e a l t h y S c h o o l s

The Restorative Practice Framework

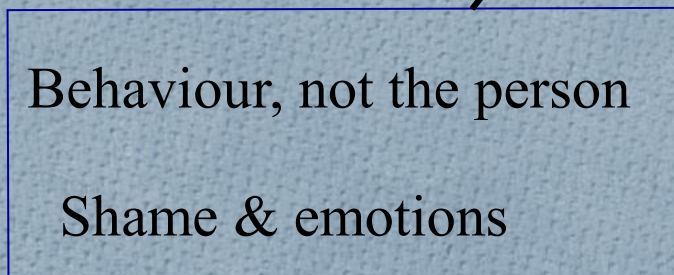
Practice Domains

To	With
Not	For

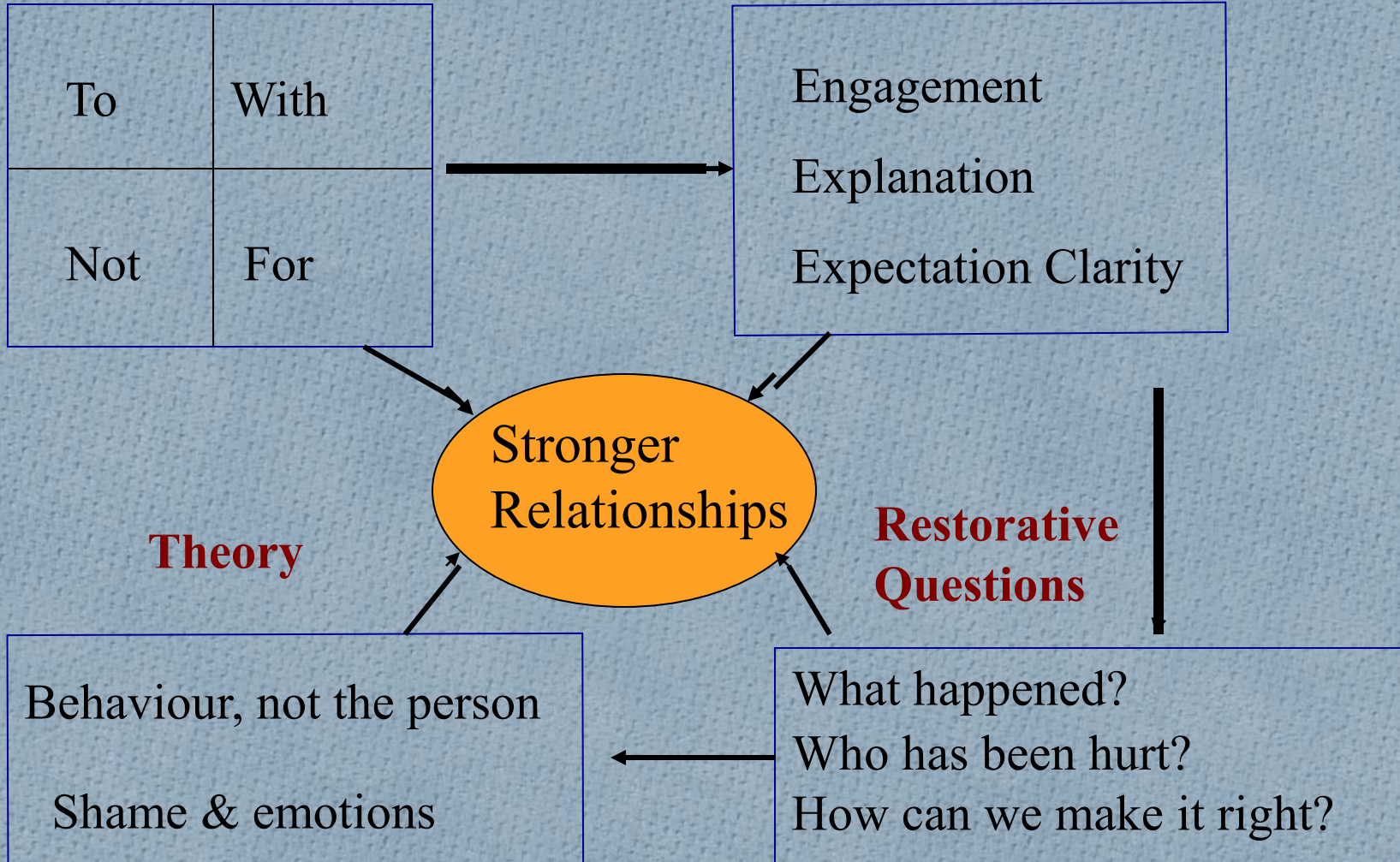
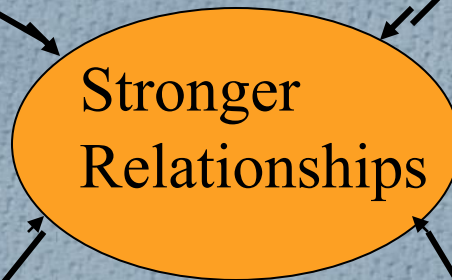
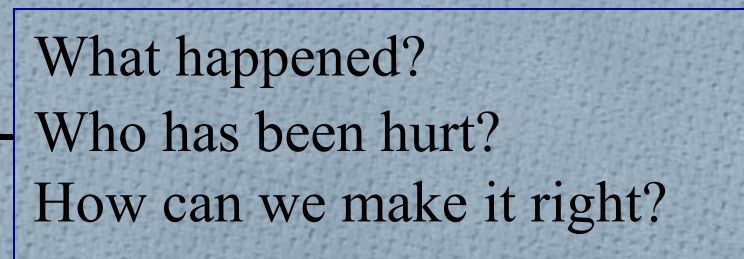
Fair Process



Theory

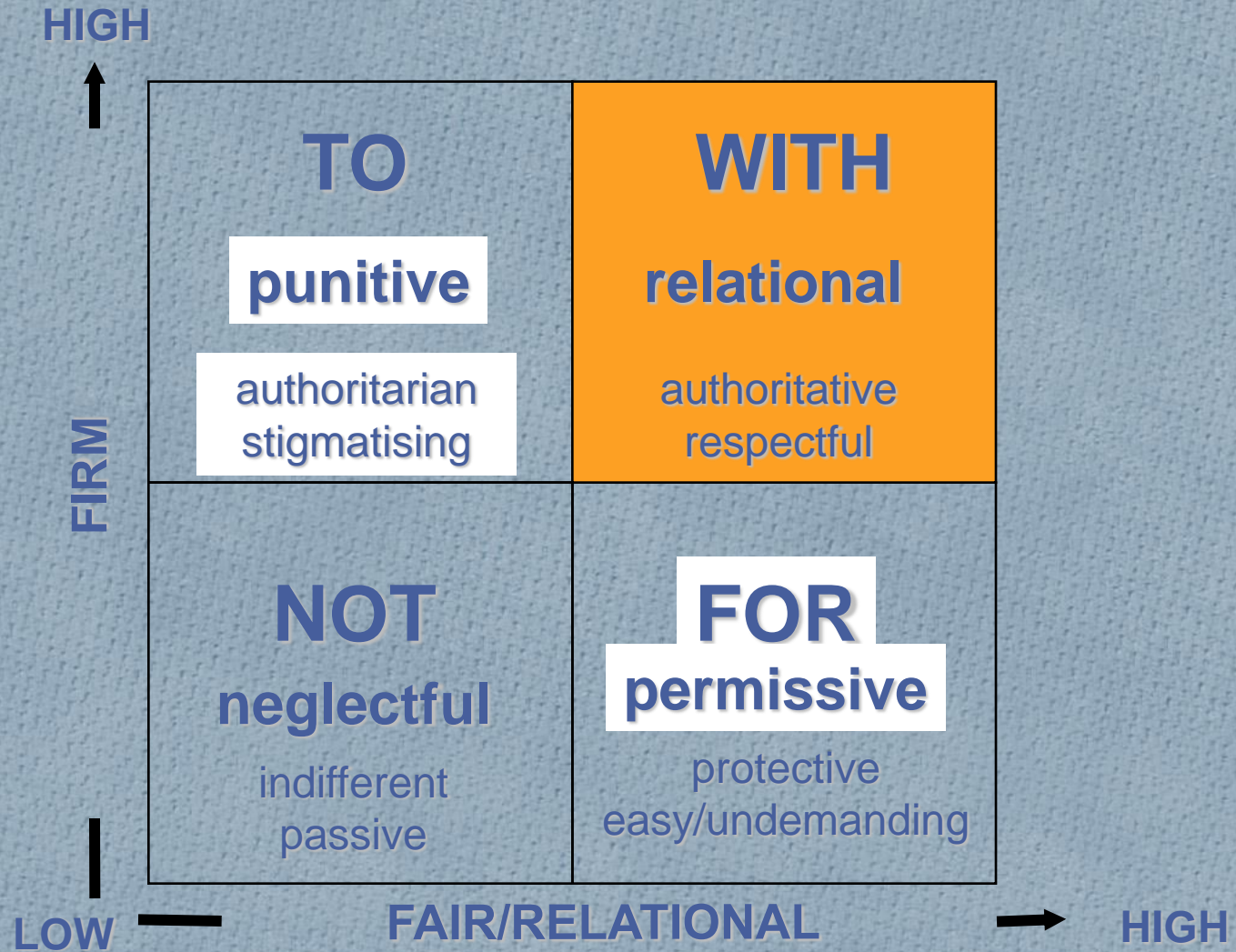


Restorative Questions



The teacher you most respected





Adapted from Social Discipline Window - Paul McCold and Ted Wachtel - 2000



Welcome to the Ron Clark Academy

Restorative Practice Checklist

Is My Practice?

- ***Respectful*** (Distinguishing behaviour from the person)
- ***Fair*** (Engaging, with Explanations & clarify Expectations)
- ***Restorative*** by repairing harm and building relationships

Does My Practice?

- ***Develop Empathy*** (through reflection, insight & learning)
- ***Enhance*** responsibility and accountability
- ***Promote*** positive behavioural change





How are positive relationships developed in your school?



Discuss in groups of 4

- o One to one
- o Classroom /groups
- o Playground
- o Whole school
- o Staff
- o Parents /community

Building healthy relationships

- o Modelling positive relationships-meet and greet, taking time, interest
- o Curriculum – a. differentiation, b. social and emotional learning
- o Circles-hearing others and being heard
- o Negotiating expectations and boundaries with students and staff
- o Validation/empowering/giving responsibilities
- o Classroom governance

Fair process

Individuals are more likely to trust and cooperate if they know they are being treated fairly

Fair Process

- 1. Engagement- opportunity to have a say
- 2. Explanation- understand the reasons for the decision
- 3. Expectation clarity- shared understanding on what is expected in terms of behaviour and rules

Fair process is not:

- o Consensus
- o Compromise to accommodate individual's opinions, needs or interests
- o Democracy
- o Teachers, parents or others forfeiting their prerogative to make decisions.

Whole school elements

- o Strong, visionary leadership
- o BUILDING A SAFE , POSITIVE and WELCOMING ENVIRONMENT
- o Firm and fair pedagogy
- o Building healthy relationships
- o Teaching social and emotional skills and well being
- o Reflected in policies and procedures
- o Strong pastoral care/ student support services
- o Community partnerships

“Schools are not buildings, curriculum timetables & meetings. Schools are relationships and interactions among people.”

Johnson & Johnson, 1994

Dealing with conflict in a restorative way



BASIC TENETS OF RESTORATIVE JUSTICE (PRACTICE)

“Harm and Relationships”

Adversarial (Blame) approach:

“what happened, who is to blame, what punishment or sanction is needed?”

Restorative approach:

“what happened, what harm has resulted and what needs to happen to make things right?”

3 key questions

- o What has happened?
- o Who has been affected, and how?
- o What are you going to do to sort it out?
- o LISTEN DON'T TELL
- o BE CURIOUS NOT JUDGEMENTAL

Questioning skills

o OPEN ENDED QUESTIONS

- o Choice questions e.g. how would that choice work?
- o What else could you do?
- o Future questions e.g. what could be different next time? What would it look like?
- o Questions that are empowering, that instil in the student a sense of belief and capability
- o Instil empathy and impact
- o Not WHY questions
- o Not “How would you feel if I did that to you? Spoke that way to you ? etc

Scenario

- Montana and Dakota are threatening to have a fight after school.
- The fight is related to Dakota apparently flirting with Montana's boyfriend.
- They are refusing to go to class but have agreed to speak with you.

The five principles of restorative practice:

- o Focus on harms and needs of victim
- o Address the obligations resulting from the harm
- o Use inclusive collaborative processes
- o Involve all stakeholders
- o Seek to put things right

What is a positive/restorative school?

- Academic success is dependent on fostering the social and emotional wellbeing of the school community
- Promotes the value of relationship building and its links to good learning—working “with” rather than doing things “to”
- A culture of mutual respect and accountability for all members of the school community is fostered
- Celebrates diversity and inclusivity
- Address discipline by restoring damaged relationships rather than applying punitive measures
- Strong collaborative leadership

Sum up

- Positive schools are restorative schools and vice versa
- What good questions can you ask(when you return to your schools) about how schools approaches to managing behaviour can be both positive and restorative?